DOCUMENT RESUME

ED 138 913 CG 011 563

AUTHOR Britton, Ronald B., Ed.
TITLE Proceedings of the United States Office of Education Region V and the National Association of Secondary School Principals Conference on Articulation Between Secondary and Post-Secondary Education (Chicago, Illinois, December 1-2, 1975).
SPONS AGENCY National Association of Secondary School Principals, Reston, Va.; Office of Education (DHEW), Chicago, Ill. Regional Office 5.
PUB DATE 76
NOTE 116p.; Pages 105 through 112 are of marginal legibility and may not reproduce well.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS *Academic Achievement; *Articulation (Program); Conference Reports; High Schools; Models; *Post Secondary Education; *Program Improvement; Proprietary Schools; Public Schools; *Relevance (Education); *Secondary Education

ABSTRACT

This study prepared by a special task force of the National Association of Secondary School Principals is a report on articulation between secondary and post-secondary education. Included are presentations given by distinguished educators representing secondary schools, college and universities, vocational technical schools, proprietary institutions, educational agencies, and associations at a workshop sponsored by Region V of the United States Office of Education. (VG)

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PROCEEDINGS OF THE
USOE REGION V

National Association of Secondary School Principals
Conference on

ARTICULATION BETWEEN SECONDARY AND POST-SECONDARY EDUCATION

CG011563

Ronald B. Britton, Indiana University, Indianapolis Teacher Corps, 1976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Proceedings

of the

United States Office of Education

Region V and the

National Association of

Secondary School Principals

Conference on

ARTICULATION BETWEEN SECONDARY AND POST-SECONDARY EDUCATION

Sheraton-Chicago Hotel
Chicago, Illinois
December 1-2, 1975

By

Ronald B. Britton
Indiana University - Indianapolis
Teacher Corps
Research Adaptation Program
1976

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FORWARD

In the summer of 1975, a special task force was created by the National Association of Secondary School Principals (NASSP) to study and report on different issues affecting the future of secondary school education in America. Articulation between secondary and post-secondary education was one of the issues elaborated on in this task force report. This same topic was also the focus area to be developed into a monograph for a U.S.O.E. Region V - NASSP co-sponsored workshop. Distinguished educators representing secondary schools, college and universities, vocational technical schools, proprietary institutions, educational agencies, and associations were invited to participate in this workshop entitled, New Dimensions for Educating Youth.

We at U.S.O.E. - Region V were very pleased to co-sponsor this workshop and extend our appreciation to the participants for their professional contributions to its success. This document contains

the monographs and speeches on the topic of articulation delivered at the workshop. The national conference on New Dimensions on Educating Youth in America, held in Denver, Colorado in April, 1976 was a continuation of renewed concern for collaboration in educating the youth of America.

Mary Jane Calais
Commissioner
U.S.O.E. - Region V

The opinions expressed herein do not necessarily reflect the positions or policies of either the U.S.O.E. Region V Office, the Teacher Corps Office, or the National Association of Secondary School Principals. No official endorsement should be inferred.

NEW DIMENSIONS FOR EDUCATING YOUTH

KEYNOTE ADDRESS

Prepared and Delivered

by

Dr. John W. Porter

State of Michigan

Superintendent of Public Instruction

I would like to begin by making two statements which I believe will underline the importance of our work as secondary school administrators and will underline the need for a more objective review and reappraisal of what we are doing at the secondary level.

On the basis of more than twenty years in education, particularly the past five years, during which time I was fortunate to be a member of two national study commissions: The National Commission on the Reform of Secondary Education, and The National Commission on the Financing of Post-secondary Education, I am firmly convined that:

--By the end of ten years of formal schooling, most of our secondary school clients should have acquired all those skills and knowledge necessary and needed to function as contributing members of our adult society. And secondary,

--Because of this, we will witness our first major redesign in the high school program since its inception in 1874 as a free public institution, that change being contract learning.

Let me take a moment to indicate to you why I believe

this is the direction we must go:

Prior to the 1960's, articulation between our secondary and post-secondary institutions continued to be based upon our traditional approach to higher education. The preparation of a relatively few who, for whatever reason, sought to continue their formal schooling. As a matter of fact, what we did was concentrate on the intellectually elite, the athletically elite, and the financially elite.

Even now, some of our high schools continue to believe that the indicator of excellence is the percentage of the graduating class that goes on to college or university work - the greater the percentage, the better the school and the better its programs.

Since 1965, changes have been taking place that mandate a reappraisal of what we are doing at the secondary level and how we are doing it. Our secondary school clientele, our high school graduates, and the community are asking gut-level questions:

--Is high school preparation relevant to our socio-economic demands?

--Are we getting our tax-dollars worth from secondary education?

--What alternatives should be offered?

--Why three or four years of high school? Why not less time?

--Why not interface the last year of high school and college work?

--Why not more work-study programs and at an earlier phase in high school?

--Why not a high school exit diploma having nothing to do with carnegie units?

Senior high students will no longer be satisfied with "pat answers" from academia. They want to see the direct relevancy between the courses of study they are programmed into and everyday world of work activities and life existence. Several factors are probably responsible for this pragmatic change of attitude:

--The so-called counter-culture actions of the late 1960's and the early 1970's.

--The cynicism and distrust resulting from the (sic) fostered by chicanery at the highest levels of both government and business.

--A recessive economic situation making continued schooling a viable - but questioned - alternative

--High unemployment reducing the possibility that job opportunities for the present generation will reach their parents' level of attainment

--The impact of inflation and energy which is putting constraints on all levels of American life

--And, finally, the still unrealized influence and impact of the "age of majority"

In my opinion, the age of majority may well be the most critical area facing educators today, particularly secondary school principals. In the secondary school programs, we have long talked about getting our young people ready for the world of work; but to a great extent, that's all it was: talk.

You and I know that we were depending upon the three or four years until the age of twenty-one was reached to cushion our high school graduates' entry into everyday adult living.

We depended upon unskilled jobs to absorb the dropouts. We depended upon colleges and universities to take the cream of the crop and, a burgeoning economy to pick up the unmarried high school graduates.

Today, we are confronted by high school students who, at eighteen years of age, can be voting, participating, responsible, and demanding taxpayers and community citizens.

If we have done no more than prepare 35% of those students who will go on to college or university work, then we have been derelict in our responsibility, not only to the 35% but, more importantly, to the 65% who need articulation to adult living at this time.

If we have not prepared the majority of our high school students to step into our society upon graduation and take an active part in our adult socio-economic community, then we have been remiss in our efforts to articulate.

When I speak of taking part in our adult socio-economic community, I am talking about meaningful job opportunities and job security. Until we finally put away the "3 R's" of benign educational neglect - rhetoric, remediation, and recidivism - and co-ordinate secondary educational programming with job opportunities for all high school students and graduates, as well as postsecondary, we will not be meeting the challenge of new dimensions for

educating youth.

Even though this puts additional responsibility upon your particular group, I emphasize that preparation for the everyday world of work must begin even before high school.

The problem, then, is to initiate a concerted effort, beginning at this elementary level, to make our educational programming more meaningful, more relevant, more pertinent to the immediate outside world facing our children and youth.

Let me indicate to you what I believe are some of the steps that can be taken and the direction that we can go to realize positive results:

> First, and foremost, is the need to continually and energetically pursue excellence and pupil assessment at the elementary level. It is useless to talk about job opportunities, career training, or anything else, if we fail to instill the basics: the ability to read, to write, to compute, and to communicate. We have to achieve a very clear idea of what we want our students to be able to know and to do. We have to establish and maintain goals and objectives; and we must follow through to make certain that these goals and objectives are realized, or report publicly why not.
>
> Second, is the need to begin career and job guidance and counseling as early as possible. I just don't mean counseling for placement in the narrow sense of job opportunity. For too long a time we have been constrained by the childhood litany: "Rich man, poor man, beggar man, thief. Doctor, lawyer, merchant, chief...."

Today, we can't all be doctors; we can't all be lawyers or merchants (I'll skill the category of thief); but there is (for example) a great need for manpower in the service area of employment, in the medical aide field, in retailing, etc.

Today, according to the United States Department of Labor, there are over 45,000 different job categories; and, because of constant improvement in manufacturing and industrial technology, along with scientific advancements, the job picture and manpower needs are constantly changing and being modified.

We can no longer afford the luxury of waiting until high school to tell a youngster to start thinking about what he or she wants to do for a living. This is one reason that I support the concept of career education.

Third, with Federal financial assistance and with the increased co-operation of business and industry, we need to extend the "work-study" program to encompass all high school students, including those who are college bound.

Students taking part would be paid commensurate with the work and responsibility involved. Certainly, they should not be looked upon as a source of inexpensive labor. I believe it may well be that, beginning with the tenth grade, a youngster should spend only half a school day in class and the other half in a work experience.

Fourth, as I indicated earlier, there needs to be greater co-operation between our colleges and universities in conjunction with our high schools; and this co-operation should be initiated earlier than the twelfth-grade level.

For the most part, our post-secondary institutions send out teams of recruiters that work closely with local alumni to see how many youngsters can be influenced to attend their respective institutions. What I am suggesting is university

and college personnel working closely with our secondary schools to interface high school curriculum and post-secondary courses (not only to save money for the student, if he or she can take transferable college courses during the eleventh and twelfth years of high school work, but also, to set career directions for the students, precluding loss of time and effort).

Fifth, we need to initiate programs to bring parents more closely into the student expectation and the career selection picture for our youth.

I firmly believe that all parents want a better career opportunity and a better life for their children. However, not all parents can or will be able in the future to say, "...my son (or daughter), the nuclear physicist."

It would be in this regard that sensitive, careful and realistic counseling would be critical. Such counseling should be based objectively upon individual profiles, education, and other factors of each youngster.

Here again is where I raise the hackles of my colleagues by suggesting such counseling should be performed in a large part by business and industry rather than counselor educators.

Finally, as a sixth step, we need to bring back into the classroom the talent and expertise of the business and industrial worlds.

It seems to me that if we are to realize the kinds of programs that will have a positive impact, the responsibility must be shared with the business and industrial community. The variance between one's schooling and education is too great to spend the whole day in the school classroom.

We cannot expect the schools and universities to prepare students for career and job opportunities that are not forthcoming and then have the blame

for misdirection placed at the doorsteps of those same educational institutions.

These six steps, it seems to me, could be the basis of initiating the kind of positive changes that we must have at our secondary level. It is time that our secondary and post-secondary institutions become even more involved, interrelated, and co-operative in articulation and guidance, not only for themselves, but for those being prepared to enter the real world.

I think we have to become as innovative, resourceful, and as daring as one Cliff Alle, of Parkrose, Oregon:

Five years ago, Mr. Allen, who is a coach and teacher, saw four of his students drop out of school to get married. He felt that they just weren't ready for this step, and to counteract the situation, he initiated a new course in "contemporary living."

Taught at the high school level, the course involves pairing of students into "couples," staging a solemn (although mock) wedding ceremony, having them go through the motions of finding living quarters, finding employment, developing their own detailed family budgets, and encountering many of the unplanned experiences (inlaws coming to stay)

that plague and often destroy marriages. The course, which involves a maximum of research outside the brick confines of the school itself, even includes a plastic wedding ring and, just before the term's end, every couple must go through the agony of a divorce.

Of course, there was opposition; and, of course, there were some people who thought the very worst would happen; but the program is very successful, a down-to-earth approach to everyday interpersonal relations and living. It is not a fairy story, romantic T.V. version of living happily ever after. It points out very clearly that two may not be able to live as cheaply as one, that wedding vows do not a marriage make.

I believe that we have to bring that kind of practical approach as demonstrated by Cliff Allen to our secondary school programs across the country.

For most of America's 200 years of existence, our schools have not only been expected to teach the basic requirements for the acquisition of knowledge, but they have also been importuned to accept

responsibility for a myriad of other things from driver education and sex education to the instillation of patriotism and personality development.

I believe our system of education, both public and private, has performed in an exemplary fashion. What is needed now, during this time of our bicentennial celebration, this time of constant change and challenge, is for those of us responsible for setting "New Dimensions For Educating Youth" to concentrate more or involving the decision makers in carrying out our mission than in continuing to assume the responsibilities of educating youth based upon the artifacts of the past.

ARTICULATION BETWEEN SECONDARY AND POST-SECONDARY EDUCATION

A Monograph Developed For
THE UNITED STATES OFFICE OF EDUCATION
AND THE NATIONAL ASSOCIATION OF
SECONDARY SCHOOL PRINCIPALS

By

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Indiana University
Indianapolis

1976

PREFACE

Early in December, 1975, a rough draft of this monograph was presented at the United States Office of Education (USOE) Region V - National Association of Secondary School Principals (NASSP) Conference in Chicago, Illinois. Appreciation is extended to the educators from the six states in USOE Region V who participated in the workshop sessions. This joint conference was perhaps the most comprehensive session ever conducted on Articulation. Many of the discussion topics have been included in this monograph. Appreciation is also given to Dr. John Porter, Superintendent of Public Instruction, Michigan; Dr. Gary Walz, Professor of Guidance, University of Michigan; Dr. Calvin Gross, President, National College of Education; Dr. Jack Brown, Executive Secretary, Ohio Association of Private Schools; Dr. Karl Plath, Superintendent, Highland Park/Deerfield, Illinois High Schools; and Mr. Paul Speight, Wisconsin State Board

of Vocational, Technical and Adult Education and Dr. Martha Peterson, President of Beloit College for their excellent presentations at the conference.

A number of individuals generously contributed information to the development of this monograph. Their expertise and assistance is warmly appreciated. These individuals are: Dr. William Atkinson, Dr. Louis Fritzmeyer, Dr. Virginia Keehan, Dr. Warren Syfert, and Dr. LeRoy Amen.

Special appreciation is given to Dr. Arthur D. Brill, who provided special expertise in reflecting with me concerning issues confronting education. David Donahue, Bernice Carter, Kathleen Montgomery, and Paul Watson provided technical assistance which is very warmly appreciated.

INTRODUCTION

The purpose of this monograph is to address and illuminate the state of affairs concerning articulation between secondary and post-secondary education.

The format of the monograph is to explore articulation, of secondary and post-secondary education from a generalized perspective with particular attention given to new dimensions of educating youth in America. Referral to articulation of specific subject areas such as English or mathematics has been minimized to maintain a generalized perspective. The definition of post-secondary education in the monograph includes both collegiate and non-collegiate technical, vocational, and career education. The reference included in this study by no means exhaust all available sources of data on the topic of articulation.

THE ISSUE

Two of the most crucial issues confronting education have been:

1. the size and constituency of student population, and
2. social and economic realities affecting the student population.

The period of the 1950's and the 1960's was characterized as a period of massive increase in student population in public schools and colleges in America. This large increase in the number of students resulted in the expansion and unprecedented growth rate, particularly at the postsecondary level. During this period, the "coming out" of the junior/community college movement demonstrated that population trends and social conditions heavily influenced expansion and alteration of the traditional forms of postsecondary education. Expansion of vocational, technical, and proprietory education demonstrated

educational demands were being made for new post-secondary options.

The closing decade of the 60's again demonstrated how population trends and socio-economic issues can impact long established traditions in public school education. For the first time in a number of years, the number of elementary school students declined. This initiated a large teacher surplus affecting programs of teacher education.

Accountability in education became the central theme, raising new issues in fiscal and programmatic aspects of education. Competition for appropriated education funds forced new constraints at a time when new educational demands were being made. At the same time, college enrollments decreased, seriously affecting many private institutions and programs in public and private institutions. More high school graduates entered vocational schools and technical institutions in search of an education for vocational and career preparation.

Present trends indicate that the secondary school is in a state of transition. The twelfth grade has increasingly become a year of transition to postsecondary education. More seniors in more high schools are selecting options of early graduation, early college enrollment, advanced placement, community experiences, credit by examination, work study, etc. These new options create new difficulties and new demands for better articulation in American education.

A 1975 NASSP task force on graduation requirements identified the following forces affecting secondary education:

1. New legal prerogatives for youth.
2. New maturational circumstances.
3. New social conditions.
4. New job interests.
5. New school-college relationships.
6. New attitude about education.

New national attention to equal rights and new career opportunities for women and minorities have affected attitudes toward education.

work and life. Also, other trends indicate that the high school diploma is sought by more adults than ever before.

THE CONTROVERSY

It is generally accepted that the last decade and a half was a period when many innovations were introduced in public education. The value of many programs was questioned. However, the extensive attitude toward change suggested that the old goals of secondary education may be dysfunctional for guiding education's future. E. Frank Brown (1974), stated that a critical national need in secondary school education today is for the nation's high schools to answer the crucial question: "What are they (the high schools) all about?" Brown stated that setting of educational goals nationally has not been accomplished since 1918. He also stated that local goal-setting by high schools is a must. The older adults and new younger adults, who have become more active in their own educational goal-setting, now, may also be active in forming new goals for the future of education.

One thing can be assured about the future of American education, particularly as it concerns the articulation of secondary and post-secondary schools: unless co-operative arrangements and co-operative planning are conducted by administrators of secondary and post-secondary institutions, it will be assured that the planning will be conducted by others.

An example of "strongly encouraged" articulation between schools and colleges based on local goals, appeared in the November 17, 1975 issue of the Chronicle of Higher Education. U. S. District Judge, W. Arthur Garrity, Jr., included in the Boston school desegregation court order that area colleges and universities were to be paired with public schools or school districts in order to help improve the quality of public education. Presidents of fifteen post-secondary institutions were given forty-eight (48) hours to respond to the "get involved" order. This speed of decision making in Boston seems to indicate that college presidents can speed up, considerably, the "wheels of progress," which

usually move so slow. Whether or not this program becomes an effort of articulation between institutions remains to be seen. The court order does reinforce the reality that social issues can dramatically affect both public schools and higher education.

Future population trends indicate that new challenges are imminent. Hechinger (1975), stated that within five years the number of young Americans between the ages of 18-21 will reach an all-time high of 17 million persons. Ten years later this age group will decrease to about 13.5 million. These population projections elicit serious questions concerning the immediate future of secondary and post-secondary education in America. Three and one-half million fewer students in American secondary and post-secondary institutions will create a serious issue to educational institutions as they have functioned over the last half century. Two logical options seem evident, particularly for secondary education, as a result of this

shift of student population. The first option is to close high schools and their programs in direct proportion to the decrease in population. The second, secondary school systems can respond to other trends in American education, such as the trend toward life-long learning and continuing education by adult learners.

The particulars of how secondary and post-secondary education assume responsibility for cooperatively accommoding these, and other future challenges, renews the need for addressing articulation as a major concern for the future of education in America.

THE PAST RECORD

The history of articulation between secondary and post-secondary education raises serious doubts concerning the ability of education to respond to future challenges. Minear (1969), concluded that in twelve large states that he studies; "the relationship between elementary-secondary and higher education verges on open conflict." He further reported that this lack of cooperation is a "luxury" of the past.

Perhaps one of the most succinct statements ever written concerning secondary-post-secondary articulation appeared in a recent NASSP Bulletin. Writing in reference to the reform of secondary education, Brown (1974), commented:

> "The key issue in the reform of secondary education is in the relationship of secondary schools to colleges. We have had nearly 100 years of dialogue on how to improve the articulation between them. These discussions have always been dominated by the college people, and the results have been a century of cooperation from the high schools, but none from the colleges."

Brown changed the adage,

> "Here's to Boston, home of the
> bean and the cod
> Where the Cabots speak only to
> the Lowell's
> and the Lowell's speak only to
> God."

to describe past high school - college articulation:

> "Here's to America,
> the land of everybody
> where the high schools speak
> only the colleges
> and the colleges speak to
> nobody."

Although the statement may reflect general popular opinion about high school/college articulation, it is encouraging to note that a few viable programs of cooperation do exist.

The history of articulation between secondary and postsecondary education mirrors the autonomous development of the two separate forms of education. Early efforts at bridging the separation have been noted. Singer (1974), reports that the formation of the Southern Association of Colleges and Schools in 1885 was due in part to the increased problems of secondary school - higher education articulation. Research in this area has been sparse. A review of previously

published articles on articulation demonstrates that most research being conducted is by college and university people rather than public school personnel. Most articles are not the result of in-depth study.

If research conducted in the form of doctoral dissertations is an indicator of issues in education, the review of dissertation abstracts substantiates that little interest has existed in purusing in-depth study of the articulation of secondary and post-secondary education. Excluding research on specific course areas or fields of interest, and vocational education, review of the literature reveals that prior to 1960 only two doctoral dissertations were written addressing the issue of articulation between secondary and post-secondary education.

Prior to the two-year college movement of the 60's, the "rite of passage" to post-secondary education was very explicit. Students participated in the college or career preparatory curriculum, completed their graduation requirements in high school, and generally attended a four-year college which would then accept them, or they joined the world

of work. The open door concept of the community college and junior college had not yet played a major competitive force in attracting freshmen. Junior colleges, at this point, many times shared physical facilities with the high schools of the city or town, and for the most part recruited or shared faculty members from the ranks of the high schools. The fact that junior colleges were predominantly community controlled was a factor in successful articulation programs between secondary schools and junior colleges. The same cooperation generally did not exist between the secondary school and the four-year college or university.

The literature demonstrated, that, as the number and size of community/junior colleges increased, studies concerning problems of articulation became primarily centered between these colleges and four-year institutions rather than between high schools and colleges. Kintzer (1973) stated:

> "From the Community College perspective, articulation is often viewed as an upward movement to senior colleges or universities. The importance of downward communication with high schools is slighted or completely overlooked and remains generally unreported."

The journal articles about secondary-postsecondary articulation (which have been published) report a central theme from study to study: <u>most articulation programs that have succeeded were formulated and sustained because of a school administrator(s) leadership</u>. Recent literature, describing articulation efforts, seems to be dominated by studies of vertical articulation between two-year and four-year colleges. The increase in student mobility also has sparked horizontal articulation studies within the four-year college scene.

Another generality that has been made is that articulation between secondary and post-secondary vocational education is less than desired. It has been suggested that performance or competency-based orientation of these programs could enhance articulation of student

progress from secondary to post-secondary vocational education.

Linson, et. al., (1971), overstated success of academic articulation by reporting:

> "Although they (secondary and post-secondary institutions) have achieved articulation in the academic area, there has been little or no communication between the vocational education components."

Urban-centered education institutions have paralleled the growth of community colleges in recent years. The creation or expansion of public colleges in metropolitan areas such as Denver, St. Louis, Kansas City, and Indianapolis now provides secondary school administrators the opportunity and responsibility to assure successful articulation with post-secondary educational institutions. To date, review of the literature has not uncovered any education-initiated, multi-level model which addresses articulation issues between elementary, junior high or middle school, high school, junior colleges, and senior college programs in one

area. The need for comprehensive articulation planning in urban education represents a unique challenge. Participation by the business and industrial community is essential to lessen the distance between the educational and working world.

FORCES AGAINST ARTICULATION

Listed below are some of the forces which the literature refers to as barriers to effective articulation efforts between secondary and post-secondary schools:

1. The tradition of institutional autonomy.
2. Financial and political control of the institution.
3. Vague institutional and educational goals.
4. An attitude of mistrust that tends to polarize the institutions. Colleges and universities blame schools for students' being unprepared; high schools talk of snobbery by higher education personnel.
5. Failure of top administrators, such as college presidents and school superintendents and principals, to provide leadership in articulation efforts.
6. Inability to be flexible when needed.
7. The inability to provide for future planning because decision-makers only see the here and now.
8. Professional associations which promote autonomy at the expense of articulation.
9. Shortage of time, available personnel and capital for articulation.

Despite these "logical" forces hindering articulation efforts between secondary and post-secondary education, successful programs have been operating to some degree, in some areas.

ARTICULATION MODELS

The articulation models that are described here are predominantly models which were discovered through review of the literature, or models in existence in the Midwest. In general, it should be noted that reports of recent models which have been developed, reflect increased cooperation between secondary schools and community/junior colleges and vocational-technical institutions.

One model of articulation between secondary and postsecondary education was initiated by the Illinois Association of Secondary School Principals in conjunction with Illinois Central College and 26 high schools. This model started with a study to identify problem areas that could be improved by articulation between institutions. This model was described in an article entitled, "A Pilot Project for High School Community College Articulation," which appeared in the North Central Association Quarterly.

An organizational structure called the North

Central Association Steering Committee for Studying Junior College Secondary School Articulation was created to coordinate development of the pilot project. Svob (1973), reported that articulation was to go beyond the usual vertical attempts of articulation. Information sharing and cooperative arrangements of a horizontal nature between secondary schools was also to be accomplished. The scope of the pilot project was limited to two areas: vocational/technical education, and English education. The article reported activities transpiring over the first two-year period of the pilot articulation project. Specific details of organizational arrangements were included; however, it is very evident that extensive efforts of cooperation were fostered and sustained during the pilot project.

Another articulation model between St. Louis University and local parochial high schools was established in the late 1950's. The purpose of the model was to encourage and assist in student transfer from these schools to the university.

The program was eventually expanded to include a few local public high schools.

Syracuse University in New York has developed a program called "Project Advance," at the request of school administrators in the Syracuse area schools. Seyfert (1975) reported that the pilot project has grown to the extent that over 60 school systems now participate in Project Advance. Many other various models need to be identified and publicized. Many programs of articulation remain unknown primarily because of the difficulty in identifying programs at a local level.

ARTICULATION EXPERTS

Deciding "who" the articulation experts are and "what" criteria was used in their selection was somewhat arbitrary. The North Central Association Articulation Committee Membership composed of William Atkinson, Louis Fritzmeyer, and Virginia Keehan is a group representating many schools and colleges in many states. Warren Seyfert is an expert with broad experience in articulation. A few other individuals who are involved in articulation programs or have conducted extensive research on secondary/post-secondary articulation are: David Minear, David Singer, Michael Svob, Eugene E. Grollines, S.J, LeRoy Amen, Robert Diamond, Robert Holloway, and Louis Bender.

Missing from this list, undoubtedly, are names of many experts who have been unintentionally omitted from this list. The difficulty in identifying many of these people accentuates the need to further document secondary/post-secondary articulation on the local and national scene.

POSSIBLE SOLUTIONS

Conclusions reached in most articles about secondary-postsecondary articulation indicate that an attitude of cooperation must exist prior to any successful articulation development.

One possible solution to reducing articulation problems and increasing cooperative effort between schools and colleges is through organizations which interact with both educational groups. One such organization, the North Central Association, (NCA), actively promotes cooperation between schools and colleges. North Central Association has established the Committee on Articulation of High Schools and Colleges to assist schools and colleges in articulation efforts.

The NASSP also has participated in a cooperative effort with other associations such as the American Association of College Registrars and Admissions Counselors (AACRCO) forming the Cooperative School-College Communication Study. The strong element of association

autonomy may be a factor in future cooperative efforts between associations in their attempts to promote articulation.

Assuming that a medium of cooperation is developed, a few alternatives for improving secondary-postsecondary articulation might be as follows:

1. Further delineation of the present state of affairs concerning articulation problems, successful models, etc.

2. Identification of educational goals at all levels of education.

3. Increase knowledge concerning how exemplary articulation affects students academically, vocationally, and personally.

4. Establish area articulation teams. Teams should include top educational administrators, business leaders, parents and students to develop local articulation plans, identify problems, and implement programs which promote learning continuity.

5. Joint inservice training programs for public school and college teachers focusing on student welfare rather than academic programs developed in isolation.

6. Identification of specific competencies and criterion levels necessary for mastery by students.

7. Utilize community and business resources in developing learning programs resulting in functional, responsible citizens.

8. Incentives to schools and colleges by state or federal agencies to promote articulation between different levels and different institutions.

9. Increase opportunity for school and college personnel to participate in joint conferences, i.e., school-college advanced placement subject area committees.

10. Increase use of joint school-college work teaching assignments and counseling programs for both career and academic area interaction.

11. Increase sharing of facilities and services, between community, business, and schools.

12. Establish more flexible entry and exit points for different educational levels.

13. Greater availability to earn credit by life experiences.

The United States Office of Education and National Association of Secondary School Principals have provided a stimulus for addressing secondary-postsecondary articulation.

The National Conference sponsored by USOE and NASSP on "New Dimensions for Educating Youth" will be the first national forum on secondary-postsecondary articulation. The momentum provided by this leadership needs to be sustained and expanded to insure that

there will be "new dimensions for educating youth."

Bell, Terrel H., "The New Partnership: Education and Work. The College Board Review, Spring, 1975.

The author, the United States Commissioner of education, brings into perspective the increased emphasis and importance of career education in America. He infers that better preparation for the world of work is also better preparation for life. ". . . The idea of work must be central to education, and people must be trained to think in terms of employment." Career education has been initiated in approximately 17,000 school districts in the fifty states. Bell, in reference to the 32 million working women states that, "these women are concerned with how they use each day far more than with how much they get paid for each day."

Bosco, James, and Robin, Starley, "Overcoming Isolation in Educational Research: A Model and Its Rationale," Journal of Research and Development in Education, Vol. 5, No. 4, 1972.

Bosco and Robin's paper discusses two types of isolation in educational research: isolation between the school system and the university and isolation between education and the social sciences. Approaches to the collaboration of school system and university as well as some of the problems and solutions to the isolation of education and the social sciences are offered by Bosco and Robin. A program designed to reduce both types of isolation was established in Michigan using the Grand Rapids Public Schools and Western Michigan University Center for Educational Studies. The article goes into detail about the rationale behind the Center, some of the procedures for the development of research, problems of mistaken expectations and organizational differences between universities and schools.

Brown, Frank B., "The Chairman Summarizes the Reform of Secondary Education," NASSP Bulletin, May, 1974.

Brown's article states that the decade between 1964 and 1974 was a decade of change and innovation in the high schools but that there was no lasting effect on either changing the schools or improving the quality of teaching and learning. With the age level of teachers rising and the number of students shrinking, teacher training institutions should set about implementing extensive inservice retraining programs for currently employed teachers. A new set of goals and objectives must be set if there is to be reform in the secondary schools. One of the key problems in the reform of secondary education has been the lack of cooperation with the high schools on the part of colleges.

Cohen, Wilbur J., "Lifelong Learning -- A Definition and a Challenge," Educational Leadership, Feb. 1975.

Cohen states that educational institutions must become more flexible to meet the needs of people who want to continue learning even though they have the degrees, certificates, or credentials that they want. Because people are realizing that formal schooling is only part of their education and that learning is something that a person does from birth to death, a need exists to provide people with the opportunities to continue their education. The scientific and technological explosion has also created a need for constant retraining in most professions. The educational system must rise to the challenge of lifelong learning.

Decker, Larry E., "Community Education: The Need for Conceptual Framework," NASSP Bulletin, November, 1975.

Decker examines the people's attitude toward the role of education in today's society. Decker states that although Americans are dissatisfied with their political and social institutions, they have not lost faith in education and look to education as a panacea for all social ills. Decker also examines the role that community education can play in helping people to find a sense of community which most people seem to have lot. Decker cites some of the confusion that exists in regard to a clear-cut definition of community education. Decker also discusses the basic foundations upon which the community education philosophy is based and how through expanded use of school facilities community education can be implemented. Decker feels that what is needed most is clarity of conceptualization in implementing community education. If education is going to live up to the faith that Americans have in it, education must become more human and personal and less bureaucratic and more responsive to society's needs. Community based education could provide the answer.

Evaluation Service Center for Occupational Education, Final Report. University of Massachusetts at Amherst, Center for Occupational Education, June, 1972.

In order to create a statewide evaluation system for schools offering occupational education, behavioral objectives of various occupational programs were developed. A total systems approach to education was thus possible with behavioral objectives as the basic component. Thirty-six participating secondary schools and community colleges in Massachusetts and New York generated over ten thousand raw objectives. During the 1970-72 project, these were consolidated into 724 synthesized objectives. Designed to provide a means by which schools could select objectives on which their students would be tested and by which the schools and teachers could follow their own preferences in the processes of instruction. Next, a bank of test items was constructed reflecting the common objectives across schools and the individual variations within schools. The results of the tests make possible the continuous evaluation of the effectiveness of methods and goals of teaching in a classroom, school, local system, or state. In the final report, descriptive and explanatory material is interspersed with the documents used in the project. A glossary and bibliography are appended. (ERIC)

Galant, Richard, and Moncrieff, Nancy, "Articulation Searchlight: Relevant Resources in High Interest Areas" ERIC Clearinghouse on Counseling and Personal Services, Ann Arbor, Michigan, December, 1974.

Over 100 documents on the topic of articulation and joint planning between elementary and secondary school systems, two and four year institutions, and state department of educators. This search contains journal articles, ERIC documents, and doctoral dissertations. The authors and the ERIC center have provided an excellent service by condensing topical information.

Gormley, Simon J., "How High Schools Can Help In Admissions." College Board Review, Spring, 1970-71.

Gormely's article is a reply to Richard Mecham's proposal to college presidents. Gormley gives eight recommendations by which secondary faculty, administrators, and guidance counselors could help bring changes to the college admissions process. One fault of the current admission process is that students are steered toward prestigious institutions when actually there are many quality institutions available.

Graduation Requirements: NASSP Special Task Force Report. 1975, Reston, Virginia.

This report is the result of the works of a special NASSP Task Force commissioned to document the status of high school graduation requirements in America. In addition to reporting graduation requirement findings, the committee also addressed some of the important changing issues affecting secondary education and society.

Hough, Wendall, M., "School-University Partnership for Teacher Growth," Educational Leadership, February, 1975.

Hough's editorial discusses the need for parity in relationships between schools and universities where teacher growth is concerned. Hough states that parity in programmatic decision-making is a key to effective collaboration. Hough cites in particular several programs with which Wayne State University is affiliated as proof that some institutions are making efforts to provide a more viable program for improving learning for children. Hough also discusses several of the barriers to collaboration, one of which is that it is just hard work and it takes time.

Kintzer, Frederick C., "Middleman in Higher Education, San Francisco, California: Jossey-Boss, Inc., 1973.

Kintzer's book describes articulation from the perspective of the junior-community college. References to secondary-post-secondary are elaborated on in one chapter. The book is an excellent reference to articulation activities in the different states at two-year and four-year institutions of higher education.

Knoll, Claude Robert, "School-College Articulation: Selected Elements of High School Guidance Programs and Their Role in Articulation," Unpublished doctoral dissertation, University of Illinois, 1971.

Knoll's study was designed to determine the relationship between selected elements of high school guidance programs and the proportion of four-year college-bound graduates who elected to attend the University of Illinois at Urbana. It was found that selected elements of high school guidance programs are associated with the proportion of four-year college-bound graduates who elect Urbana attendance.

Kopita, Ronald R., Eric Clearinghouse on Counseling and Personnel Services, Ann Arbor, Michigan, September, 1973.

This updated search of the ERIC system, dissertation abstracts, and the journal literature yields 26 document abstracts which cover the mutual relationships for the implementation of long-range educational objectives between state departments of education and school systems; four-year institutions and two-year institutions; and colleges and secondary schools (ERIC).

Lazenby, Roy Lee, "Student Articulation Between Selected Public High Schools and the Public Colleges and Universities in Texas," Unpublished doctoral dissertation, East Texas State University, 1974.

> Lazenby's study was to determine beneficial and non-beneficial performance of public high school counselors and public college and university representatives as perceived by selected college and university freshman students. The data was collected from students who commented on the performance of high school counselors. The data for the second phase was based on the first phase and was obtained through a questionnaire. Ten major problem areas of articulation were obtained. The abstract lists the findings of Phase I and II as well as six conclusions drawn from the study.

Linson, M. G., et. al., "Is Articulation Possible?" American Vocational Journal, Vol. 46, No. 7, Oct. 1971.

> Linson reports the waste of time, tax money, facilities, and student cost resulting from course duplication and overlap between secondary and postsecondary vocational educational programs. This lack of communication between institutions hinders success of students in postsecondary vocational education pursuits.

Logsdon, James D., and Kerensky, V. M., "The Principal's Responsibilities in Community Education," NASSP Bulletin, November, 1975.

> Logsdon and Kerensky state that the urbanization and modern technology have created a "missing sense of community" and that the new-found interest in community schools is a result of a search for a "new form" of social institution that addresses itself to the problems of a "missing sense of community." The authors suggest that the principal's role be expanded to include all aspects of community education instead of limiting his leadership role primarily to school staff and a campus environment. Many of the problems confronted in a modern secondary school are externally oriented, controlled, and influenced. Instead of

ignoring or placating these problems the community school could provide the framework for possible solutions to the real issues and problems that lie outside the schoolhouse where the real opportunities for learning, growth, and progress also lie.

Mecham, Richard W., "A Call to College Presidents: Please Put an End to the Admissions Process Rat Race!" College Board Review, No. 74, Winter 1969-70.

Mecham is attacking the universities dishonest and demeaning admissions policies and the effect these policies have on students' attitudes. Mecham offers seven recommendations to help bring honesty and integrity back into the educational process, and calls upon college presidents and faculties to make a commitment to implement these changes because they are in a position to do so. Mecham contends that the unfair admission standards only serve to reinforce the lack of faith that the students have in the university.

Minar, David W. I., et. al. "The Developing Relationship Between Elementary-Secondary and Higher Education in American States." Paper Presented at the Annual Meeting of the American Education Research Association, February 1969.

A study of the political relationships between elementary-secondary and higher education in twelve large states reveals that while at present there is little conflict between the two levels, there is also little cooperation. Several social forces are causing increasing attention to be focused on the division between the two levels. Factors lying behind the growing conflict between the two levels include (1) a breakdown of the traditional forces of educational politics at the elementary-secondary level caused by disunity of teachers and administrators, and (2) the increasing cohesion and political power of higher education. Differing kinds of educational structures in the states are closely related to the operation of political forces between the levels. Financing education, especially the

competition for state funds, is the most crucial problem that will affect interlevel relations of the future. Another potential problem area is the control and orientation of education in the 13th and 14th grades along with control over vocational-technical education. In conclusion, the relationship between elementary-secondary and higher education verges on open conflict while policy makers seldom recognize the relationship as one worthy of attention. (ERIC)

Pollack, Myron, F.W., "The High School, the College, and the Student: Some Problems in Articulation," Journal of Secondary Education, Vol. 44, No. 4.

Pollack's article seems to be concerned with the damage that is being done to young students because of a lack of articulation between the secondary schools and the universities. He cites lack of communication between secondary and college faculty, the isolation caused by compartmentalization, lack of information on the part of college faculty members, and the "status" disease which afflicts all segments of education as being contributors to the lack of articulation between the high schools and higher education. All of these factors insure continued stress, dissatisfaction, and failure on our college campuses.

Process Model for Developing a Multi-district Cooperative Career Education Program. Oregon State Department of Education, Salem, Oregon, 1975.

The experiences of the Malheur County, Oregon cooperative, multi-district career education project, funded under Title Three of the Elementary and Secondary Education Act, formed the basis for the development of the guide. Two assumptions are basic to the establishment of a career-oriented, multi-district program: (1) that such a curriculum will help students realize their career aspirations, and (2) that cooperation between school districts will result in a program with sufficient resources to offer a curriculum with both breadth and depth.

Essential steps in program development are the assessment of students interests and needs and the assessment of each party's readiness to join a cooperative program. (ERIC)

Ruchkin, Judith P., "Teacher Centers: How Does One School-College Collaboration Work?" The Journal of Teacher Education, Vol. 25, Summer, 1974.

Ruchkin's article examines the difficulties of an inter-institutional partnership in teacher preparation including such things as signs of institutionalization, and bureaucratization, patterns of human behavior in a joint work setting and different patterns reflecting status, social affiliation, group membership, position and rank. The Teacher Education Center for Urban Schools (TECUS) was such a partnership centered on a jointly staffed and conducted effort of a metropolitan school system and an elementary teacher preparation program of a major urban university. The program ran over a five-year period. The original design included varying amounts of community participation, paraprofessional training and involvement, ancillary social services, research activities, and follow-up support for new graduates serving in other urban schools. While the professional preparation component was deemed successful by such criteria as productivity, inner city initial employment, retention, and principal evaluation of teachers, these activities did not positively affect the declining conventional academic achievement of an increasingly representative inner-city school population.

Singer, David A., Jr., "Secondary School/Higher Education Articulation," Community and Junior College Journal, Vol. 44, February 1974.

Articulation between the secondary schools and higher education has been a concern for a number of years. Articulation problems between secondary schools and community colleges have not been pronounced; however, they have served to further broaden the breach between secondary schools and universities. Singer cites one reason for lack of articulation between secondary schools and higher education is that the attitudes of most university faculty members toward secondary schools teachers is adversive in nature, and secondary faculty tend to register complaints about the inadequacies of collegiate instruction. He cites institutional autonomy as being one of the key factors in preventing a solution to be found to articulation problems.

Svob, Michael J., "A Pilot Project for High School/Community College Articulation," The North Central Association Quarterly, Vol. 47, Winter, 1973.

Svob's article is based on an articulation project undertaken by Illinois Central College and the twenty-six high schools in its district. The articulation project was concerned not only with vertical articulation (university/community college or community college/high school) but, with horizontal articulation involving information sharing and other cooperative efforts. The two areas that were selected for emphasis were vocational-technical education and communication skills. Vocational-technical programs were identified as being in special need of information dissemination and staff interaction at the community college and high school levels. The field of communication was chosen as the other primary emphasis not only because it represented the transfer program element in the community college curriculum, but also because it cuts

across the high school community college/ senior college lines and because the field is in considerable need of coordination, nationally as well as locally. There was spin-off articulation into other fields but whether it was a direct of indirect result of the main articulation project was not determined. Everyone involved in the pilot project felt that an excellent beginning had been made.

Sampson, Wayne L., "Articulation Through United Effort," The Agricultural Education Magazine, June, 1971.

Sampson's article is concerned with vocational, education and the cooperation that is necessary among the local educational agencies charged with the responsibilities of providing total vocational programs to students, kindergarten through adults. Sampson refers specifically to the state of Illinois and how four public agencies there are involved in the development, operation and evaluation of total, comprehensive vocational programs from the elementary to the junior college level.

Stetson, Robert F., "Getting a Head Start on College," College Board Review, No. 31, Fall, 1971.

Stetson's article explains how one particular program, the Faculty Scholars Program at Florida Atlantic University in Boca Raton helps gifted students to achieve a bachelor's degree in three years by testing out of 45 quarter hours of credit. A history of the program including the selection of faculty scholars on the basis of CLEP tests, where the students are academically in the program, and an assessment of some of the problems involved are examined. People involved in the program are convinced that there is a significant number of high school students who are academically and emotionally mature enough to begin on a serious academic program in their major fields. These students

only find the traditional first year in college repetitious and boring. The Faculty Scholars Programs saves gifted students this first year of repetition and boredom.

Syfert, Warren, College Courses: A 12th Grade Option, NASSP Curriculum Report, December, 1975

The contributing editor of this publication presents a list of options presently provided to seniors in different high schools across the nation. In addition to describing each program, Syfert includes the name and address of the institutional contact responsible for coordinating the particular option.

Troutt, Roy, "An Investigation of Major Articulation Problems and Practices Pertinent to High School -- College Relations in Oklahoma," Unpublished doctoral dissertation, University of Oklahoma, 1964.

Included in Troutt's study were problems and practices related to college admissions, guidance and counseling, testing, curriculum, exchange of information, placement in college courses, preparation for college, and the determination of responsibilities. Questionnaires were used to collect data on articulation problems and practices. Troutt gives some of the problems and practices of articulation that were considered most important by the respondents. Troutt also gives recommendations for improved articulation; one of which is the dissemination of the findings of the study to high school and college administrators in Oklahoma.

Winkler, Karen J., "Desegregation in Boston: Colleges, Schools, Pair Off," Chronicle of Higher Education, November 17, 1975.

Winkler's article explains what happened when the city of Boston was ordered to spend a second year desegrating its schools. The second order had a provision in it that ordered

the pairing of area colleges and universities with local public schools or school districts to help them improve the quality of education. Schools were paired because of their proximity or in order to reinforce each others objectives. Money was appropriated for summer planning and as a result, several different programs were set up. Each of the pairs of schools working together came up with a different program. Reaction on the part of the public was mixed. The amount of involvement by a college appeared to be the most important issue when parents decided to choose a school to send their child to. Most of the universities had little problem in getting university faculty members to go into the public schools. They volunteered readily. The Judge who made the provision felt that the college pairings were just as important to equalizing educational opportunities as forced busing.

SECONDARY SCHOOLS

Prepared and Delivered

by

Dr. Karl R. Plath
Superintendent Highland Park-Deerfield
Highland Park, Illinois

December 1, 1975

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NASSP - U.S. Office of Education Conference

December 1, 1975

I would like to set the framework for my later comments by stating a couple of personal beliefs and then outlining the dimensions of our school district so that you have background for examples that I will cite.

For several reasons and because of a variety of experiences, I believe that articulation among institutions is a very difficult and yet an increasingly important task. It is a shared responsibility, a two-way street; so please don't conclude from my remarks that I place the burden of one institution along the desired life-long learning continuum. Due to trends evident in our district and in others, I share the interest in the topic of this conference and welcome the opportunity to discuss it.

School District #113 consists of two comprehensive, four-year high schools located in Highland Park and in Deerfield, Illinois. We are twenty-five miles north of Chicago with Lake Michigan serving as the eastern boundary and the District extending four miles to the west. We serve students from five communities and from the Fort

Sheridan army base.

Although more than 85% of each year's graduating class, totalling in excess of 1,200 students, proceeds to collegiate education, the schools are comprehensive and innovative with courses ranging from advanced placement to special education and from child development to co-operative work-training.

Trends evident in our schools are typical of those in other high school districts in our area and indicate changing needs that affect articulation with post-secondary institutions. The first trend is declining enrollment. After a five-year period of rapid growth, followed by another five-year period of stable enrollment, our district is now entering a five-year period in which we will have a 15-20% enrollment decline.

The point here is the importance of taking the longer look. My continuing concern in our district, and this may be true in your institution, is what I call the domination of the present. I'm speaking of the lack of long-range planning, the minimal attention to the future. What alternative futures have you considered for your institution?

Our district in 1980 will be similar to size to that of 1966. What implications does this have for program and services and for articulation with collegiate institutions that may be facing similar problems?

A second trend we face is the effort in many states to equalize spending among school districts through changes in the method of allotting state support to schools. The tendency is to place a ceiling on the higher expenditure districts, which has the effect of equalizing through leveling down. If this trend continues, secondary schools will be less able to provide the richness and diversity of program which has typified the schools since the late 1950's. Collegiate and other post-secondary institutions will have to pick up our pupils at a different place. I refer to the change in educational financing and the local effects as the domination of the budget development process. An acknowledged fact of life in education is the scarcity of resources compared with insatiable demands. As these divergent forces operate in the current educational scene, it seems that we are using growing and

inordinate amounts of time in discussions about budgets and how to balance income and expenditures.

These trends toward lower enrollment and reduced financing which are also evident on the post-secondary level, together with the desire for students to stop in and stop out of schooling, require, in my judgement, the rapid development of stronger co-operative relationships between educational institutions.

What issues must be faced for better relationships and for transition to post-secondary schooling to be improved? Let me suggest just four:

1. High on the list must be placed the confidentiality law and its effect on communication between institutions. In schools such as ours that emphasize the process of decision-making about post-secondary choices, the information base about institutions and feedback from the institutions about our graduates is vital. Is your institution placing the strictest possible interpretation on the

confidentiality law, or is a broader interpretation being used if it will serve the student better?

2. A related issue concerns written and verbal communications about themselves from the higher education institutions to the secondary schools. Are you giving complete and accurate information about the many things your institution does that affect a student, going beyond the academic offerings to discuss the environment of the institution, its lifestyle, and community? What are you saying about the mission of your institution? In our follow-up studies, it is the non-academic factors that cause poor choice and subsequent dissatisfaction or transfers.

3. What does your institution do to relate to the increasing number of high school graduates who complete their work in three and one-half or three years, or to relate to those who want a partial post-secondary experience while still

in high school? Consider these statistics from our high school district, which typically has about 1,200 seniors: In that past five years, the number of students graduating after seven semesters has doubled and is now more than 10% of each senior class. Concurrently, an additional 20% or more of the seniors spend their eighth semester in a senior option program in which they are in school only part of the day. This means, therefore, that about one-third of our seniors are ready for a partial or total post-secondary experience at the end of seven semesters.

4. If high schools reduce their number of advanced placement or other upper-level offerings due to enrollment or financial problems, will post-secondary institutions breach the gap by allowing high school students into their courses or sending their professors to teach on high school campuses?

Our high schools and others continue to search

for ways to make the senior year more useful. Despite an extensive curriculum which includes options to be in and out of school, the quality of the experience in this fourth year needs improvement. How can we work together to accomplish this?

Our post-secondary and senior year articulation concerns are not limited, of course, to relationships with collegiate institutions. Similar issues of transition, program integration, and communication of information exist for students who wish more immediate vocational preparation or who will immediately begin full-time employment. Area vocational schools and the vocational curricula at community colleges are strengthening opportunities for students with these interests. The task for our schools is to cooperate effectively with the variety of institutions and with the local business and industry that are immediate employers.

Limited time does not permit me to comment on other important articulation issues, such as the admissions process, credit issues, program duplication, and the like. These are topics for another time. In the interim, I applaud the

initiative of those who have sponsored this conference. While I'm sure that none of us intend to drop our financial advocacy role for education in dealings with the local, state, and Federal governments, nevertheless, it is urgent that we deal with the realities of declining enrollment and lesser funding. My plea would be for a much closer, systematically developed relationship between the high schools and post-secondary institutions. In my view, enrollment circumstances and economic circumstances make this imperative if we are to serve students most effectively.

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Highland Park/Deerfield High Schools

OCCUPATIONAL AND ADULT EDUCATION

Prepared and Delivered

by

Mr. Paul Speight
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Technical, and Adult Education

December 1, 1975

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ARTICULATION BETWEEN SECONDARY AND POST-SECONDARY EDUCATION

Education seems to thrive on catch-words, catch-phrases, and acronyms. I sometimes wonder if all of this bureaucratese is not designed to confuse the uninitiated and the unwary. I must confess that if this is the case, I have to be counted among the confused. When I first became involved with "articulation" in education, I was not at all sure what it meant. I'm still not sure I know what it means, but I'm beginning to develop some definite biases. If nothing else, I can admit that I'm biased.

When in doubt about something, I first go to my surest source of information - my wife. On the subject of articulation, she too admitted to ignorance; so I was forced to the court of last resort, my dictionary. I know that it is a good dictionary, because it has all the words the kids have to look up after they have heard them in the back room of the local soda and gossip emporium. Anyway, the first definition my dictionary gave had to do with speaking or talking - which leads me to exposing the first of my biases for the afternoon. I am biased to

the notion that what happens most in the articulation of education is talking. Not much action, but a lot of talking. Maybe I should not be too critical, though. It occurs to me that we have not been able to get kindergarten together with the first grade, junior high with high school, or high school with college. Why should the articulation of vocational education between the high school and the post-secondary systems be exempt?

Back to the dictionary. The second definition that my dictionary suggests for articulation is, "...a jointing together, or being jointed together." I rather like that definition. It suggests a couple of things that should probably occur if we are going to build a comprehensive educational system designed to serve both young people and adults. This connotation of articulation suggests a jointing together of various levels and disciplines in education to provide a continuum of education throughout life so that a person may progress as far as she or he wishes.

There is yet another connotation inherent in this definition. If something is jointed, it should be flexible. The educational system should be flexible enough to accommodate the unique needs of all persons. It should be flexible enough so that each segment of the institution of education - elementary, secondary, post-secondary, or adult - is able to pick up each individual student where he is at any given point in the educational process, and take him where he wants to go. Notice that I said, "...where he or she wants to go." Not where the institution wants them to go. There is a difference.

If we accept the concept of a flexible jointing together of various segments of a person's educational continuum, then I am biased to the notion that we have to accept some of the other current catch-phrases, such as, individualized instruction and competency-based instruction. I sometimes suspect that while most of us acknowledge these concepts as being desirable, many of us are not prepared to deal with them in

the practical arena of the classroom. But, then, why should we? We have nearly a century of practical experience behind us that suggests that students can be marched in lockstep through the educational institution, with each succeeding group following in the footsteps of those who have gone before.

Why, indeed, should we change? I think there are a number of reasons, not the least of which is survival. That is the reason we never admit; but if we are perfectly honest with ourselves, I think we need to accept the proposition that the institution of education is under such stress as it has not experienced since the days of Sputnik. The major difference, though, is that the pendulum is speeding toward the other end of the arc. Education was all too willing to accept all of the great things ascribed to it by the public: higher paying jobs for the college graduate, the solution of all social ills, the safety of the country; you name it. With enough education, a person could probably walk on water. In the bitter morning after the night

before, we know that many of the great healing properties of education are nothing, if not illusory.

Some of the first sounds of disenchantment were heard about five years ago when the National Association of Manufacturers said in one of its policy statements, "We now know that providing more money for education does not provide better education, only more expensive education." About three years ago, the Ford Foundation observed, "Despite the massive infusion of money into education little change has resulted." With the general slowing of the economy of our country, both the Congress and state legislatures are taking a closer look at educational funding. I think that we are going to have to accept the idea that there probably will not be substantial additional funding for education. In fact, there may be an excellent possibility that we will have to live with reduced financial resources. If this is true, then we are going to have to learn to make better use of the resources we have available.

If we are going to make use of our resources, we can no longer afford the luxury of using education as the holding pattern to keep young people out of the labor market. If a person is to be retained in the educational system, there will need to be a demonstrable benefit. To use another catch-word, we will need to become accountable for our stewardship of the resources we have allocated to us. If we do not accomplish this on our own initiative, it will be done for us. In Wisconsin, the boom has already been lowered.

The boom was well along in the process of being lowered by the legislature through a variety of laws designed to bring about a closer working relationship between the secondary and post-secondary systems of Wisconsin involved in the delivery of vocational and technical education. Statutory provisions had been made for the acceptance of high-school-aged youth in the post-secondary system, complete with the basis for contracts between the two systems; but it remained for the governor to administer the last rites to separatism and perform the shotgun marriage. Essentially, the governor informed the State Director of

Vocational, Technical, and Adult Education that, as a prerequisite to signing the State Plan, four provisions would need to be included: 1) Elementary and secondary school districts would not receive Federal funds to establish new vocational education programs if comparable instruction were available in a post-secondary vocational school within thirty miles; 2) All post-secondary vocational schools would be required to enroll at least 3% of their headcount enrollment from secondary schools on contracts with the high schools; and 3) the first two requirements would be subject to audit, and failure to comply could result in the loss of state and Federal aids. The fourth provision enumerated the few cases under which the first three provisions could be waived by the State Board - namely, severe problems of distance, incompatible curriculum, or overcrowding of facilities. When the secondary and post-secondary systems finally recovered sufficiently from the shock to react, an anguished cry went up to the effect that the governor was attempting to destroy vocational education in Wisconsin, and more specifically, vocational education on the secondary level.

After the passions of the moment had cooled, a damage control assessment was mounted which indicated that, contrary to first impression, the governor was not anti-secondary vocational education, anti-vocational education, or anti-education. The governor was merely exercising the power available to him to require that the secondary and post-secondary systems of Wisconsin make the best possible use of available facilities, manpower, and resources. As a reasonably honest, God-fearing taxpayer of long standing, I cannot fault the governor for these motives. The question then is one of, "How do the secondary and post-secondary systems respond to the mandate of the governor while, at the same time, increasing the quality and availability of vocational education so that, 'All persons of all ages in all communities of the State...will have ready access to vocational training or retraining which is of high quality....'" (P.L. 90-576)

One of the quickest ways of reducing educational cost is to reduce the amount of waste

motion in the educational system. It is no longer reasonable to require a person to repeat, in the post-secondary institution, training which may have been completed on the secondary level. Instead, the post-secondary institution must pick up the thread of the educational program for each individual student and continue it onward. The problem is, how is this to be accomplished when students arrive on the doorstep of the post-secondary institution possessing a wide variety of backgrounds, levels of preparation, and native abilities. In Wisconsin, we are trying to build bridges between the two systems through what we call the three "C's" - communication, co-ordination, and cooperation.

The first essential ingredient is the spirit of cooperation. The two systems have to want to work together. Systems are really people. Thus, the people who make up the two systems have to want to work together. There is no magic formula or waving of wands that will guarantee that the people of one system will work with the people of the other system. However, there is a quality of leadership that says, "Do as I do," and means it. The first important step in this

leadership pattern was a joint statement of cooperation between the State Superintendent of Public Instruction and the State Director of Vocational, Technical, and Adult Education which went beyond the previous polite amenities and established the turf and responsibilities for each system. With a better sense of direction, and with the responsibility for leadership defined, the personnel of both agencies began to slowly gravitate toward each other. More opportunities for joint activities were provided at all levels. We have a long way to go, but the old walls between the two systems are beginning to crumble at an ever increasing rate.

I realize that Wisconsin is somewhat different from surrounding states in that we have had a strong post-secondary vocational education and a relatively weaker secondary system. This is contrary to what is found in the other states of Region V. However, I think the principles behind articulation are the same regardless of whether articulation is from higher levels downward or from lower levels upward.

Communication is, if anything, more difficult to achieve. After a variety of abortive attempts to teach a common language for both agencies, the vehicle of curriculum development finally evolved. Requests for proposals for joint secondary and post-secondary curriculum workshops were issued. Proposals were received and funded for articulated curriculum in a variety of vocational subject areas. Proposals for workshops in the general areas of vocationally related math and communications were even received and funded.

Out of these efforts we hope will come co-ordination - a co-ordination of the secondary and post-secondary systems that will provide for the maximum amount of training to the student in the shortest period of time.

There is some value, perhaps, in examining some of the strategies being used to bring about an articulation of secondary and post-secondary programs. I would like to return to a couple of the catch-phrases I mentioned earlier and add a couple more that I did not mention.

The primary reasons for using curriculum as the vehicle for articulation are: First, it is a common language used by all instructors;

and second, a well developed curriculum is a road map to be followed in helping the student achieve his goals. This is another way of saying that the purpose of education is to help the individual become what he wants to become.

In using the curriculum as a major vehicle, however, there are some problems to be solved. Since students are widely divergent in backgrounds, abilities, and the amount of ground each has covered, there needed to be a means of establishing the level of achievement of each student as he entered the post-secondary institution. In addition, there needed to be a cohesive scope and sequence in each area, so that individual accomplishment may be measured. It is interesting to note that in a wide variety of our workshops, the first decision made in almost every case was to utilize a competency-based curriculum. In the initial year of the project, personnel from the University of Wisconsin - Stout were utilized as resource people. These people quickly established the DACUM system as the basic format for the organization of the competency sequences within the curriculum. For those of you who may not be familiar with DACUM,

it is a system in which the material or skills to be mastered by the student are broken down into a sequential series of learning activities or competencies, arranged in hierarchical order. Each competency is assigned a series of levels of achievement through which the student will progress ranging from the first introduction of the concept through the final level of being able to use the concept or skill without supervision. By building a matrix of the concepts to be mastered and the level to which the individual student has progressed in learning each concept, it is possible to build individualized learning plans which can go with the student from institution to institution and can serve as the basis for continued and uninterrupted training with a minimum of repetition. However, for this system to be totally effective, the curriculum needs to be jointly developed by the teachers from both the secondary and post-secondary systems so that each will accept the evaluation of the other without the need for placement tests or other evaluative devices.

In observing the development of the curricula, however, I was most impressed not with the curriculum product that evolved, although most were excellent; but rather, I was impressed with the amount of in-service training that was occurring. Repeatedly, I heard the statement, "I never saw that before." Not only were teachers reaching common agreements on scope and sequence of the curriculum, but each was expanding the content of his own program through exposure to a much wider variety of resources and ideas.

While I think that DACUM offers an excellent vehicle for the development of articulation between the secondary and the post-secondary systems, it is not without its possible shortcomings. The major criticism I have is that unless great care is exercised in the development of the total program, it is possible to reduce the student's options for exploration. By way of illustration, it is possible to isolate the competencies required for, as an example, small engine repair. This becomes a linear curriculum which presupposes that the student has already determined that he

or she is only interested in becoming a small engine mechanic. Unless great care is exercised in making sure that the student has had ample opportunity for exploration prior to commencing the competency based program in small engine repair, it is possible that other options may never be offered. I would much prefer a curriculum model in the form of a pyramid in which the base would contain a wide variety of exploratory options. As the student pursues each of these options, an election can be made to allow an option to either be snuffed off at any point, or to be carried further toward the apex of the pyramid. Finally, as the student nears the apex of the pyramid, only a single option remains. For even wider exploration, overlapping pyramids may be possible, with a common exploration leading toward two possible conclusions such as the kinds of overlap that occur between business and distributive education.

There are other strategies to be pursued in the development of articulation. Some of the more common include programs for allowing students to test out segments of a program, anecdotal reports supplied by secondary teachers, etc.

However, they all boil down to giving the student a chance, a chance to progress at his own rate as far as the individual wants to go, with a minimum of lost time and motion, through an educational system which begins in kindergarten and continues throughout life.

Thank you.

Paul L. Speight
12/1/75

PROPRIETARY SCHOOLS PRESENTATION

Prepared and Delivered

by

Dr. Jack Brown

Executive Secretary

Ohio Association of Private Schools

Lancaster, Ohio

December 1, 1975

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NEW DIMENSIONS FOR EDUCATING YOUTH

Sheraton-Chicago Hotel

December 1-2, 1975

May I preface my remarks with a note of commendation to secondary principals and United States of Education for identifying a mutual concern and addressing themselves to "New Dimensions for Educating Youth." This dialogue is greatly needed. I congratulate you for generating an environment in which interchange of ideas can be explored in depth.

I am presently, and have been for many years, concerned with the degree of articulation between the secondary and post-secondary education. A below-level of acceptable articulation, unfortunately, also exists among aother segments of the educational community - elementary to junior high school to secondary to post-secondary.

If you would permit me to distill articulation to the lowest common denominator - "It would be the art of communication." A comprehensive definition mandates complete and frank interchange of communication in two-way directions. If this

important linkage is not fully established, the level of appropriate communication is too limited to be operational for either secondary or post-secondary decision-making. There is wide-spread "misconception" existing among all levels of the educational community, because both parties work from an original base of incorrect assumptions.

The post-secondary community assumes that the secondary administrator and guidance counselors are completely aware of operational procedures; and the secondary personnel assumes, I believe incorrectly, that post-secondary admission and administrative personnel are aware and sensitive to all the functions, objectives, and needs of the high school program.

Each segment failed to assume correctly that each educational segment assigns its own interpretation to the meaning of words, activities, and objectives. It is a fact long accepted that one does not transmit meaning with a spoken or written word. The receiver assigns his own interpretation according to his background experience, and what he believes the person is

conveying. Therefore, the high school counselor and the admissions officer may not be communicating with each other from the outset. It is possible that both are unaware of existing problems and communication barriers. If one accepts, also, that action or non-action by either one of the parties is also a part of the communication system, the process of sound communication is further muddled. This conclusion may be an over simplification of the problem; however, much misunderstanding exists today between secondary and post-secondary. Perhaps I have been transmitting a negative point of view; it has been my intention to convey this feeling of confusion. For many years I have been more than mildly concerned with the less than acceptable level of articulation in either direction, between secondary and post-secondary. If this conference generates some new procedures, systems, or techniques for resolving some of the problems of communication, our time will have been extremely worthwhile.

Young adults, still in the secondary area and moving rapidly toward the adult economic and social systems, are faced with literally thousands of choices, options, and educational alternatives. For the senior to make wise decisions, he needs the delivery of expert guidance services. He has personal need of consultative services for himself and his parents. The senior is faced with increasing demands for educational, career, and social competencies; and the complexity of his circumstance is greater than what you and I faced some years ago.

It seems apparent that for a high school student to obtain the information and data upon which he and his family attempt to make appropriate decisions, the counseling staff and secondary principals must be extremely knowledgeable concerning the post-secondary opportunities - college, university, community college, proprietary career school. For secondary counselor to fulfill his role, he must be aware of thousands of options and choices. He should be supplied this data by post-secondary organizations.

Individuals in post-secondary areas should, as one of their prime objectives, become more aware and sensitive to the counselor's dilemma and professional need for accurate information and library materials.

From my observations, post-secondary personnel should make the initial step toward improving the communication process. Most counselors in the average high school have a severe time constraint which curtails drastically their off-campus activities; while most post-secondary organizations have employed knowledgeable personnel who posses the expertise and seem willing to perform this important function. In addition, I have found these individuals extremely co-operative. The secondary principals and counselors and post-secondary admission personnel have an expressed need to share each other's expertise; however, specific programs to improve articulation are not really getting off the launching pad. There are too few articulation conferences in each state to remove existing barriers to smoother articulation that each hopes for today. In Ohio,

several attempts are being launched to bring about better understanding of problems existing on both sides of the ledger book.

As you might have suspected, I am interested in articulation at all segments of the educational community; however, I am, as Executive Secretary of Colleges and Schools, Ohio Conference, particularly concerned with private and proprietary schools. The concerns are similar in all various educational segments; and the mutual problems and concerns are significantly important - for both public or proprietary.

Today, not only is there a staggering variety of occupations into which a student may enter, but statistics developed by the United States Labor Department suggest that 80% of the jobs in the near future will be open to people who have not completed four years of college.

Throughout the history of this great country, there has always been a need for job training. However, only recently has the burden of career guidance been so heavily upon the shoulders of the personnel in secondary education.

Women, who did not go to college, went directly into homemaking, secretarial, or clerical

positions. Many of the male students who did not go to college entered the military. Obviously, the military assisted him in establishing some career goals - at least for a couple of years. When a veteran returned to civilian life, he was divorced from his high school. Significantly, many enrolled in schools for vocational or career. Therefore, both academic colleges and career schools have many veterans enrolled and share the problems imposed by Veterans Administration. State statistics indicate that more than 80,000 students are trained each year in Ohio's private business, trade, and vocational schools.

Vocational/career education is a logical alternative to college. Perhaps you have never had occasion to suggest a student's talents could best be turned toward court reporting or fashion design. If you did, there would be a private vocational/career school to provide the necessary training. The term "Trade or Vocational School" has sometimes carried a stigma with it, especially with parents who had their minds set on college for their children.

A job or career in which a student is capable of achieving both personal and financial satisfaction far out weighs the semantics or means of education.

The title of this conference - "New Dimensions for Educating Youth" - needs the inclusion of the proprietary sector. I am grateful for the opportunity to participate in this seminar. Professional educators must address themselves to the rapid changes of age structure in our society. There must be greater attention given to life-long learning process and independent learning.

I represent, as Executive Secretary, the Ohio Council of Private Colleges and Schools, an organization of 104 proprietary schools of Ohio. The member schools joined together to assist each other and their students by continuously reviewing business practices, educational standards, recruitment policies, placement assistance, and student financial aid services. The Council encourages member schools to operate in a manner that exceeds standards established by many government regulating agencies.

The National Association of Trade and

Technical Schools (NATTS), a well-known accrediting agency, awarded a beautiful plaque at their last national convention here in Chicago to the Ohio Council as the outstanding state organization in the United States. Needless to say, we are proud of this prestigious award. We continue to work diligently to merit the honor given.

The members of the Ohio Council are making concerted efforts to improve two-way communication between private schools and secondary schools:

A. Members participate in career day programs

B. Address group guidance sessions

C. Conduct programs of school visitation by principals and counselors

D. Participate in Ohio Guidance Counselors annual conference

E. Published new booklets to assist the student and counselor in exploring post-high school alternatives

F. Published "What's Next" - a guide in choosing the post-high school program

G. Participate with Ohio Department of Education and State Board of School and College Registration in preparing the COLLEGE NOTEBOOK. This is the greatest reference book for secondary personnel.

H. 1) Meet with State Board of School-College Registration

2) I maintain close liasion with College Board Regents for my former position - makes access to Ohio Department of Education easy,

The Ohio Council believes that vocational career education isn't for everybody, but it just may be the best alternative for some.

The leadership in Ohio has addressed itself to current problems of higher education. The final report was published in May, 1974. The "Task Force" reported their findings and conclusions as an agenda, a beginning rather than a finished product. "We hope it will serve as a catalyst for lifting the sights of Ohio citizens toward high education."

Americans across this nation accept education-ational opportunity as a birthright. There is little or no excuse for deprivation of educational opportunity because of the geographical accident of his birth. Therefore, equal access to higher education - either academic or career - is a mutual problem of secondary and post-secondary.

To accomplish only this one important goal mandates comprehensive knowledge by personnel of secondary and post-secondary concerning

financial aid and instructional grants. This example is merely the tip of the iceberg of information which must receive the concerted attack by all professional educators. During this conference, the participants might well complete twenty other areas needing improved articulation.

Our attempt to improve articulation in education includes not only the secondary and post-secondary personnel, but is also addressed to the legislature and taxpayers of the state.

Successful communication between our two target segments of this conference would be of little value if the decision-makers were not included. If financial support were not established, our articulation would be weak and wane. In Ohio, not only are we concerned with articulation of secondary and post-secondary, we have launched a program to assess the planning state-wide for co-ordination, governance, and planning for all post-secondary.

The Governor's Task Force Report indicates, and I quote:

"1 - Develop a structure for planning of post-secondary education in Ohio which involves all segments: public and private, two-year and four-year, and accredited proprietary institutions.

"9 - Evaluate instructional programs and services by two-year institutions, university branch campuses and accredited proprietary institutions within each planning region."

Only two general areas have been highlighted in this paper. Thirty-one recommendations were included in the Citizens' Task Force Report.

The Report identifies areas of responsibility for the governor's office and legislature. In addition, the report places great responsibility upon the leadership of the professional educators: The Board of Regents.

If one were to consider the total spectrum of the process of education, it would be examined from six to sixty-six or even broader perimeters. Each segment of education: elementary, junior high school, secondary, post-secondary - both public and proprietary, has a most significant and unique contribution. Therefore, the task before us must be improved articulation if

we are to solve the problems of - EDUCATION IN OUR TIMES. Two hundred years are long enough to wait for acceptable solutions.

Dr. Jack Brown, Executive Secretary
Ohio Association of Private Schools
Lancaster, Ohio

REGIONAL WORKSHOP
NEW DIMENSIONS FOR EDUCATING YOUTH

Co-Sponsored by
U. S. Office of Education
and
The National Association of Secondary School Principals

Sheraton-Chicago Hotel
505 North Michigan Avenue
Chicago, Illinois 60611
Phone (312) 944-4100

Workshop Monday, December 1, 1975 and Tuesday, December 2, 1975.

December 1, 1975

9:00 - 10:00 a.m.	Registration - Tower Hall, 11th Floor
10:00 a.m.	Welcome - Mrs. Mary Jane Clais, Regional Commissioner, USOE Introduction of: Mr. James P. Clark, Co-ordinator, National Conference (NASSP)
10:15 a.m.	Keynote Speaker - Dr. John W. Porter Superintendent, Michigan State Department of Education
11:00 a.m.	Speaker - Dr. Calvin Gross, President, National College of Education, Evanston, Illinois
11:40 a.m.	Speaker - Dr. Gary W. Walz, Professor, Guidance, and Director ERIC-CAPS, University of Michigan, Ann Arbor, Michigan
12:20 p.m.	Introduction of Workshop Leaders for Afternoon Sessions
12:35 p.m.	Luncheon - Crystal Foyer, 7th Floor

Speaker - Dr. Martha Peterson, President, Beloit College, Beloit, Wisconsin

2:00 p.m. Convene for Workshop Sessions

2:00 - 3:30 p.m. Group A: Articulation of Secondary and Post-Secondary Education - Tower Hall, 11th Floor

Chairperson: Dr. Charles R. Hilston, Executive Secretary, Wisconsin Secondary School Administration Association

REGIONAL WORKSHOP
NEW DIMENSIONS FOR EDUCATING YOUTH

December 1, 1975

Co-ordinator: Dr. Ronald B. Britton, Director, Program Development, Indiana University and Purdue University, Indianapolis, Indiana

Recorder: Ms. Kay F. Henry, Title IX Co-ordinator, Regional USOE

Speaker: Dr. Ronald B. Britton

Speaker - Secondary: Dr. Karl R. Plath, Superintendent, Highland Park-Deerfield, Highland Park, Illinois

Speaker - Occupational and Adult Education: Mr. Paul Speight, Project Director, Wisconsin State Board of Vocational, Technical, and Adult Education

Speaker - Proprietary Schools: Dr. Jack Brown, Executive Secretary, Ohio Association of Private Schools, Lancaster, Ohio

Note: Co-ordinator of Group A will compile monograph report and attach original of written statements plus Recorder's information of oral comments to be developed and compiled by January 31, 1976, for submission to National Committee conducting National Conference in Denver, Colorado, April 26-29, 1976.

2:00 - 3:30 p.m. Group B: Delivery of Guidance Services - Lake Superior Room, 8th Floor

Chairperson: Mr. Russell A bel, Executive Secretary, Indiana Association of Junior and Senior High School Principals

Co-ordinator: Mr. George A. Tricolas, Director, Guidance, Northrop High School, Fort Wayne, Indiana

Recorder: Mr. Aron Laipple, Branch Chief, SAFA, Regional USOE

Speaker: Mr. George Tricolas

Speaker - Postsecondary:
Ms. Joyce Clark, Co-ordinator, Higher Education Center, Chicago Board of Education, Chicago, Illinois

Speaker - Occupational and Adult Education:
Mrs. Elizabeth Wampler, Co-ordinator, Pupil Personnel Services, Indiana State Department of Public Instruction

Note: Co-ordinator of Group B will compile a mono-report and attach original of written statements plus Recorder's information of oral comments to be developed and compiled by January 31, 1976, for submission to National Committee conducting National Conference in Denver, Colorado, April 26-29, 1976.

REGIONAL WORKSHOP
NEW DIMENSIONS FOR EDUCATING YOUTH

December 1, 1975

3:30 - 3:45 p.m. Coffee Break in both Tower Hall and Lake Superior Rooms

3:45 - 5:30 p.m. WORKSHOPS - Small Group Sessions with Random Sampling Selection of Individuals Indicated on Name Tags - Groups of 25-30 Individuals

TASK - Additions and Deletions of Ideas and Concepts Presented by Speakers in 2:00 p.m. Sessions

Group A: Section No. 1 - Tower Hall A, 11th Floor
Leader: Sister Rosemary Hocevar, OSU, Principal, Villa Angela Academy, and NCEA Secondary Executive Board Member, Cleveland, Ohio
Recorder: Mr. Aron Laipple

Section No. 2 - Tower Hall B, 11th Floor
Leader: Mr. Lee C. Flanders, Administrator, Moraine Park Technical Institute, West Bend, Wisconsin
Recorder: Mr. Norbert J. Mettelka, Branch Chief, Manpower Training and Development, Regional USOE

Section No. 3 - Tower Hall - Front, 11th Floor
Leader: Mr. Donald Henderson, Administrative Assistant - Secondary Education, School City of Gary, Indiana
Recorder: Mr. Ray Fields, Program Officer, EEO, Regional USOE

Section No. 4 - Tower Hall - Back, 11th Floor

Overflow

Group B: Section No. 1 - Lake Huron Room, 8th Floor
Leader: Ms. Joan E. O'Malley, Principal, Jones Commercial High School, Chicago, Illinois
Recorder: Mrs. Lois D. Ballinger, Grants Management Specialist, Regional USOE

Section No. 2 - Lake Michigan Room, 8th Floor
Leader: Mr. George Shaffer, Principal, East Leyden High School, Franklin Park, Illinois

		Recorder:	Ms. Ellen L. Crowder, Program Officer, TRIO, Regional USOE
		Section No. 3 - Lake Superior Room, 8th Floor	
		Leader:	Mr. Franklin Hadler, Counselor, Tremper High School, Kenosha, Wisconsin
		Recorder:	Mr. Robert E. Schmidt, Program Officer, Student Financial Assistance, Regional USOE
	5:30 p.m.	Adjourn	
8:00 -	9:30 p.m.	(If needed)	Group re-convene in same rooms as 3:45 p.m. - 5:30 p.m. Sessions

REGIONAL WORKSHOP
NEW DIMENSIONS FOR EDUCATING YOUTH

December 2, 1975

9:00 - 10:30 a.m. Re-convene in Same Workshop Process of Monday 3:45 p.m. - 5:30 p.m. Sessions

Group A: Section No. 1 - East Room - Front, 9th Floor
Leader: Sister Rosemary Hocevar
Recorder: Mr. Aron Laipple

Section No. 2 - East Room-Back, 9th Floor
Leader: Mr. Lee C. Flanders
Recorder: Mr. Norbert J. Mettelka

Section No. 3 - Tally Ho North, 9th Floor
Leader: Mr. Donald Henderson
Recorder: Mr. Ray Fields

Section No. 4 - Club Room, 3rd Floor
Overflow

Group B: Section No. 1 - Lake Huron Room, 8th Floor
Leader: Ms. Joan E. O'Malley
Recorder: Mrs. Lois D. Ballinger

Section No. 2 - Tally Ho South, 9th Floor
Leader: Mr. George Shaffer
Recorder: Ms. Ellen L. Crowder

Section No. 3 - Lake Superior Room, 8th Floor
Leader: Mr. Franklin Hadler
Recorder: Mr. Robert E. Schmidt

10:30 - 10:50 a.m. Coffee Break in Tally Ho Room, 9th Floor

11:00 - 12:00 noon Tally Ho Room, 9th Floor
Coordinators from Groups A and B summarize major themes of conference

Group A - Dr. Ronald B. Britton

Group B - Mr. George A. Tricolas

12:00 noon Adjourn

SPEAKERS
AT
REGIONAL WORKSHOP ON
NEW DIMENSIONS FOR EDUCATING YOUTH
Chicago, Illinois
December 1 and 2, 1975

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Was to have been a Speaker, but
became ill and couldn't come:

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REGIONAL WORKSHOP ON
NEW DIMENSIONS FOR EDUCATING YOUTH
Chicago, Illinois
December 1 and 2, 1975

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ALL WHO ATTENDED
(Other Than Principals and Speakers)
REGIONAL WORKSHOP ON
NEW DIMENSIONS FOR EDUCATING YOUTH
Chicago, Illinois
December 1 and 2, 1975

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